



American Imperialism in the Philippines featuring ALAMAT

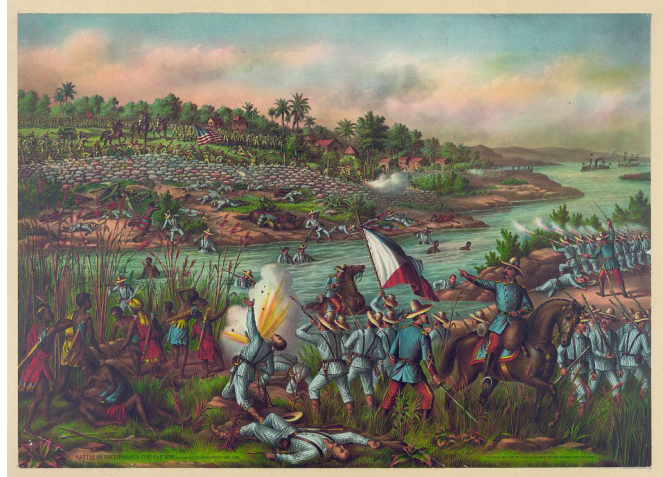
OVERVIEW

ESSENTIAL QUESTION

What was the justification and impact of American imperialism in the Philippines and how does ALAMAT's music video "kasmala" reflect American imperialism in the Philippines?

OVERVIEW

In this lesson, students will explore the arguments for and against American imperialism in the Philippines through the analysis of speeches, political cartoons, and poetry. Students will analyze how sensationalism, white supremacy, and propaganda were used to justify imperialism in the Philippines through the examination of images from the music video for the song, "kasmala" by the Filipino pop group, ALAMAT, as well as other primary sources. Through the examination of these sources, students will be able to describe the impact of American imperialism on Filipinos and Filipino Americans.



Kurz & Allison. Battle of Paceo. Manila Feb'y 4' & 5'..[No Date Recorded on Shelflist Card] Photograph. <https://www.loc.gov/item/2003656858/>.

The music group ALAMAT debuted in the Philippines with their first single "kbye" in February 2021. The once nine member group, now six, distinguishes themselves by singing in seven Philippine languages: Tagalog, Ilocano, Kapampangan, Cebuano, Hiligaynon, Bicolano, and Waray-Waray. The group members come from all over the archipelago and have a mission of inspiring Filipino pride through their music. ALAMAT blends the past and present by incorporating Filipino history, traditions, fashion, music, and dance with contemporary pop music. The music video for their song, "kasmala" reflects the time period of American imperialism in the Philippines and prejudices against immigrants from the Philippines to America.

Before the Portuguese explorer Ferdinand Magellan laid the foundations for a Spanish colony in 1521, the Philippines consisted of extended kinship communities called "barangays", groups of people that settled mostly around river deltas. These groups had their own social, political, and economic structures. However, they were also influenced by Indian, Chinese, Southeast Asian, and Arabian Peninsula cultures through trade and expeditions. After Magellan's expedition and throughout the 16th Century, Spanish colonists worked to bring the local settlements under one centralized Spanish government by spreading Catholicism throughout the archipelago.

By the 1870s, unrest with Spanish rule started to manifest with the first Filipino national

movement known as the Propaganda Movement. The Filipinos supporting this movement wanted the Philippines to become a Spanish province where its citizens had full Spanish citizenship rights. By 1896, the majority of Filipinos thought that the idea of citizenship was not enough and started the Philippine Revolution to fight for the end of Spanish colonial rule in the Philippines. The Philippine Revolution stalled when the Spanish-American War broke out in 1898 and the United States supported the Spanish colony of Cuba's fight for independence. After a short war and a United States victory, the Spanish ceded the Philippines to the U.S. for 20 million dollars as part of the Treaty of Paris (1898).

The people of the Philippines had hoped the United States would help them obtain independence, but instead the U.S. took possession of the islands in a way that was reminiscent of Spanish colonial rule. There was much debate over colonizing the Philippines in America. Anti-imperialists stated that imperialism went against the democratic idea of self-governance. Other Americans saw the Filipino people as inferior, and they worried about immigration and the ramifications of interacting with Filipinos. Pro-imperialists used this same reasoning to justify colonizing the Philippines, saying it was the United States' "burden" to civilize and spread culture to an inferior group of people. Additionally, other Americans were pro-imperialism for the economic advantages it would bring in Asian markets, and how it would further the United States' power across the globe. Some pro-imperialist Americans used "manifest destiny" as a justification for colonizing the Philippines, saying it was the next step after the closing of the western frontier.

Ultimately, American pro-imperialist interests won out and the people of the Philippines, under the leadership of Emilio Aguinaldo, were fighting for their independence again, this time against the United States. The Philippine-American War lasted from 1899 to 1902, as revolutionaries in the Philippines fought for complete independence from the U.S. In 1901, Emilio Aguinaldo was captured, striking a blow to the Filipino resistance and leading to an eventual United States victory in 1902. The Philippines would remain a colony of the United States until 1946, when they achieved formal independence.

One justification for the colonization of the Philippines was promoted at the 1904 St. Louis World's Fair, as seen in the ALAMAT music video, "kasmala". Over 1,000 people from the Philippines were brought to America and taken to St. Louis for a Philippine exposition at the fair. The purpose of the exhibit functioned as a "human zoo" where attendees could witness what was proclaimed to be the "primitive and inferior" culture of the Philippines. The Igorot Village was one of the most popular attractions at the fair when it was discovered that the Igorot people consumed dogs in certain traditional practices. But the practice was twisted for shock value, and fair organizers forced them to eat up to 20 dogs a week in front of attendees. Other forms of sensationalism and propaganda included songs, photographs, and political cartoons that were used to portray the people of the Philippines as uncivilized and in need of saving.

The legacy of American imperialism is still present today in both the United States and the Philippines. During the time of American imperialism in the Philippines, many Filipinos migrated to the United States for work and were treated poorly after being offered the "American Dream". These immigrants were denied citizenship and subjected to anti-

miscegenation laws. After their formal independence in 1946, the Philippines was still entwined with the United States politically, economically, and militarily. The Americanized education system in the Philippines during the imperialist era contributed to a stripping of Filipino identity that had long lasting ramifications. Children were taught the U.S. Pledge of Allegiance and the Gettysburg Address, while their own history was portrayed through a westernized lens with the outlawing of the Filipino flag and the celebration of Philippine national holidays.

OBJECTIVES

Upon completion of this lesson, students will:

1. KNOW (KNOWLEDGE):

- The history of the Philippines prior to the Philippine-American War
- Justification for American imperialism in the Philippines
- The views of Americans who were pro-imperialism and those who were anti-imperialism
- The response of the Filipino people to American imperialism
- The treatment of Filipino immigrants in America
- The role of mass media, sensationalism, white supremacy, and propaganda in promoting American imperialism
- The impact of American imperialism in the Philippines

2. MASTERY OBJECTIVE:

- Students will be able to explain the justification and impact of American imperialism in the Philippines through the examination of media and primary sources.

ACTIVITIES

DISCLAIMER

This lesson contains primary source documents and other materials that may include terms and images reflecting the attitudes, perspectives, and beliefs of different times that today are considered offensive and demeaning. Teachrock.org does not endorse the views expressed in these documents, but recognizes the value such materials provide for historical inquiry. For guidance on introducing controversial historical materials into the classroom, we suggest reviewing this document from the Library of Congress.

MATERIALS

- A device with internet access for students (Chromebook, etc.)

PREPARATION

1. Print copies (number dependent on class size) of **Handout - Philippines Timeline** for the group activity in Procedure step 3. Cut out each bullet point event and shuffle the order
2. Distribute digitally **Kasmala Image Analysis Slides** to students before class.

MOTIVATIONAL ACTIVITY

1. Play the **YouTube video, “ALAMAT - ‘kasmala’ (Official M/V)”**: https://www.youtube.com/watch?v=_5Y_mTfBh3o. Then, ask students:
 - Have you seen or heard of this band before? If not, what does the band remind you of?
 - Where do you think this group is from? What makes you think that?
 - Do you know what language they are singing in? (*Seven languages of the Philippines - Tagalog, Ilocano, Kapampangan, Cebuano, Hiligaynon, Bicolano, and Waray-Waray*)
 - Does anyone speak one of these languages or have a family member that does? If so, can you tell us what the lyrics say?
 - What are some things you noticed in the video?
 - What do you think this music video is about? What did you see in the video that makes you think this?
 - What is something you saw in the video that you have questions about?
2. Explain to students that the group members of ALAMAT come from different regions all over the Philippines. They are a Filipino Pop group that debuted in February 2021 and the group sings in seven different Filipino languages representative of where each member comes from. Inform students that they will examine parts of the music video to analyze the justification and impact of American imperialism in the Philippines that began in 1899.

PROCEDURE

1. Display **Image 1, Map of Southeast Asia** and ask students:
 - What is the first thing you notice about the Philippines from this map?
 - Where is the Philippines located and what can we hypothesize about the Philippines based on its location in the world?
2. Display **Image 2, Map of Oceania** and ask students:
 - Locate the Philippines. Where is it located in relation to the United States?
 - Based on its location in the world and compared to the United States, why do you think the United States

wanted to get involved with the Philippines in the early 1900s?

3. Organize students into groups and distribute the pieces of paper from the **Handout - Philippines Timeline** (one set per group). Instruct student groups to put the timeline events in chronological order as they read the events. Then, ask students:
 - What is the history of the Philippines before the United States took control in 1898?
 - Based on the letter from Emilio Aguinaldo, how did the people of the Philippines feel about being under United States control?
 - Based on events in the timeline, what were some of the experiences of Filipinos during the time period of United States control?
4. Display **Image 3, Anti- or Pro-Imperialism Example** (*Teacher note: definition and activity about imperialism can be found in the Unit 3 Introduction Activity*) to model the next activity with the class. Distribute **Handout - Anti- or Pro-Imperialism Graphic Organizer** and ask students to read the passage displayed. As a class:
 - Answer the questions about the document on the handout.
 - Determine if the passage is pro-imperialism or anti-imperialism and provide justification based on the passage on the handout.
5. Organize students into groups of three and distribute one copy of **Handout - Anti- or Pro-Imperialism Document Set** to each group. Instruct each member of the group to choose two documents for which they will be responsible. After students have looked at each document they are responsible for and completed the corresponding questions, ask students to share what they found with the rest of the group until each group member's handout is complete. Then, ask students:
 - What were the reasons people were anti-imperialism in the Philippines?
 - What were the reasons people were pro-imperialism in the Philippines?
6. Remind students that the Philippines remained under U.S. control from 1898 to 1946. During that time, both Filipinos in the Philippines and those who immigrated to America experienced discrimination and poor treatment.
7. Display **Image 4, Definitions** and ask students:
 - Can you think of a sensationalized story you have seen on the internet recently? What did it say?
 - What is an example of white supremacy that we looked at in the previous pro- or anti-imperialism activity?
 - Can you think of an example of propaganda in history? What was it?
8. Display **Image 5, "Ma Filipino Babe" Lyrics** and explain to students that songs, political cartoons, newspaper articles, advertisements, etc. were all used to influence public opinion about the people of the Philippines. Then, ask students:
 - What words stand out to you in the lyrics?

- What are the lyrics about?
 - What people are involved in the story?
 - What do you think the purpose of this song might have been?
 - Does it use sensationalism, white supremacy, or propaganda to get its point across? If so, how?
9. Distribute **Handout - Kasmala Image Analysis** and display Slide 1 of **Kasmala Image Analysis Slides**. Inform students that a World's Fair was a large event where progress in technology, art, industry, and society were showcased for attendees. Ask students:
- What do you see on the brochure?
 - What do you think the purpose of this brochure was?
 - Who do you think the intended audience might be?
 - How do you think people reacted when they saw this brochure?
 - Does the brochure use sensationalism, white supremacy or propaganda? If so, which one?
 - Explain what elements of the brochure make you think this.

SUMMARY ACTIVITY

1. Distribute **Kasmala Image Analysis Slides** to students. Explain to students to follow Step 2 on the **Handout - Kasmala Image Analysis** to repeat the process that was just completed as a class for two additional sources and images from the music video of their choosing.
2. Instruct students to complete Step 3 and then ask students to share what they wrote with the class. Then, ask students:
 - Why do you think the group ALAMAT chose to include this imagery in their music video?

EXTENSION ACTIVITIES

1. Examine this museum exhibit “Evolution of Philippine Costume” and summarize how the history of colonialism has impacted Filipino fashion. https://philippinefolklifemuseum.org/portfolio_category/evolution-of-philippine-costume/
2. Learn more about the Great Depression and immigration quotas on Filipino Americans on these websites: <https://www.esquiremag.ph/long-reads/features/manilatown-watsonville-riots-filipinos-america-racism-1930-a2836-20230727-lfrm> <https://kitsapmuseum.org/filipino-american-pioneers/>
3. Read more about American education in the Philippines. <https://philippines.michiganintheworld.history.lsa.umich.edu/s/exhibit/page/teaching-american-values>
4. Read more about the 1904 World's Fair in St. Louis. <https://www.kcur.org/history/2021-09-14/st-louis-worlds-fair-1904-ice-cream-hamburger-dr-pepper>. Write a one paragraph argument for why the 1904's World's Fair showed off the best and the worst of America.



5. Examine these images from the 1904's World's Fair in St. Louis. <https://www.theatlantic.com/photo/2019/09/the-1904-st-louis-worlds-fair-photos/597658/>. Consider:
 - What do you notice in the images?
 - What do you find interesting about the images?
6. Listen to Asian American History 101: The History of The Golden Age of Pinoy Hip Hop <https://asianamericanhistory101.libsyn.com/the-history-of-the-golden-age-of-pinoy-hip-hop>
7. Listen to Asian American History 101: The History of Filipino Nurses <https://asianamericanhistory101.libsyn.com/the-history-of-filipino-nurses>



STANDARDS

COLLEGE, CAREER, AND CIVIC LIFE (C3) SOCIAL STUDIES STANDARDS

History

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

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D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

CALIFORNIA HISTORY—SOCIAL SCIENCE CONTENT STANDARDS

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

2. Describe the Spanish-American War and U.S. expansion in the South Pacific.

DISTRICT OF COLUMBIA SOCIAL STUDIES STANDARDS

US2.30 Analyze the history, culture and government structure of at least two countries prior to American intervention (e.g., Hawaii, the Philippines, Puerto Rico).

US2.31 Analyze the domestic debates and decisions regarding foreign intervention and the United States' emergence as an imperial power (e.g., the Spanish-American War, Philippine-American War, intervention in Latin America, the annexation of Hawaii).

US2.32 Analyze reasons for and efforts of different nations to maintain or regain economic and political freedoms following American intervention using primary sources from the perspective of native communities (e.g., Hawaiians, Filipinos)

US2.33 Evaluate the role of mass media, sensationalism, white supremacy and propaganda in promoting American imperialism.

MASSACHUSETTS HISTORY AND SOCIAL SCIENCE FRAMEWORK STANDARDS

Topic 7. Progressivism and World War I [USI.T7]

5. Analyze the causes and course of growing role of the United States in world affairs



from the Civil War to World War I, researching and reporting on one of the following ideas, policies, or events, and, where appropriate, including maps, timelines, and other visual resources to clarify connections among nations and events,

c. the Spanish-American War (1898) and resulting changes in sovereignty for Cuba, Guam, Puerto Rico and the Philippines; the Philippine-American War (1899–1902)

CONNECTICUT SECONDARY SOCIAL STUDIES FRAMEWORK

US-3. Imperialism and World War I

US.His.1.b. Evaluate the role of the media in shaping public opinions and debates about America’s emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).

US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish-American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).

NEW JERSEY STUDENT LEARNING STANDARDS - SOCIAL STUDIES

Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

SOCIAL STUDIES – NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)

Theme 1: Culture

Theme 2: Time, Continuity, and Change

Theme 3: People, Place, and Environments

Theme 5: Individuals, Groups, and Institutions

Theme 6: Power, Authority, and Governance

Theme 9: Global Connections

COMMON CORE STATE STANDARDS

College and Career Readiness Reading Informational Text Standards for Grades 9-12

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-Literacy.RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

College and Career Readiness Anchor Standards for Writing for Grades 9-12

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

College and Career Readiness Anchor Standards for Speaking and Listening for Grades 9-12

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LEARNING FOR JUSTICE SOCIAL JUSTICE STANDARDS

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.



RESOURCES

HANDOUTS

- Handout - Philippines Timeline
- Handout - Anti- or Pro-Imperialism Graphic Organizer
- Handout – Anti- or Pro-Imperialism Document Set
- Handout – *Kasmala* Image Analysis